

Welcome to Mystery Skype

#Mystery Skype

[Find a Mystery Skype Class](#)

Mystery Skype is an educational game, invented by teachers, played by two classrooms on Skype. The aim of the game is to build cultural awareness, critical thinking skills, and geography skills by guessing the location of the other classroom through a series of yes/no questions. It is suitable for all age groups, from kindergarten through university students, and can be adapted for any subject area. This notebook has all you need to get started.

Watch a video! [The Magic of Mystery Skype](#)



Why Play Mystery Skype?

#Mystery Skype

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Mystery Skype is a wonderful tool to teach your students 21st century skills such as:

- Critical Thinking
- Collaboration
- Geography
- Teamwork
- Cultural Awareness
- Deductive reasoning
- Digital Literacy

Gina Ruffcorn, a Skype Master Teacher writes about her experience with **Mystery Skype**.

There are a multitude of skills being taught and strategies being implemented during a **Mystery Skype** session. The facts are irrefutable. However, there are other outcomes from **Mystery Skype** sessions that are more important than those.

Allow me to share an example from my 5th grade classroom. Before **Mystery Skype** my students never considered themselves or their lives to be of much interest to anyone. They didn't believe they had anything unique or special to offer. Just small town kids in a small rural school district. However, through the power of **Mystery Skype** my kids soon realized the reasons they perceived themselves to be ordinary were in fact the things that made them unique. Other classes were intrigued by the size of our school and wanted to know more about our local area and our rural way of life. As we took part in **Mystery Skype** lessons, sharing our information and our personal experiences with many others, my students began to view themselves and their community from a new perspective. They carried themselves differently, spoke more confidently, and held their heads up just a little higher.

Mystery Skype also awakened the students' curiosity about other cultures and

ways of life. The differences and commonalities that classes shared with us fostered many thought provoking discussions. The students increased awareness and understanding of other people and lifestyles was heartwarming.

The ***Mystery Skype*** experiences caused a magical transformation, which was completely unforeseen and unexpected. And that is why ***Mystery Skype*** is a necessary addition to any classroom.

How To Play Mystery Skype

#Mystery Skype

[Find a Mystery Skype Class](#)

Play *Mystery Skype* in 5 easy steps:

1. Find a teacher to play at <https://education.skype.com/mysteryskype>.
2. Arrange a date and time to play. Don't tell your students where the other classroom is!!
3. Assign jobs ([Teacher Resources Job/List 1](#))
4. Prepare for the call ([Mystery Skype Logs/Hints and Clues](#)) ([Mystery Skype/Skype Call Etiquette](#))
5. Start the Skype call and let the game begin!
 - The classrooms take turns asking and answering yes/no questions
 - The first classroom to guess the correct location wins! ([Teacher Resources/Preferences](#))

After the Call

Debriefing is a rich opportunity to develop critical thinking based on the ***Mystery Skype*** experience. ([Resources for Individual Student/Debriefing Questions](#))

How do I Find a Classroom to Play With?

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Finding a Perfect #MysterySkype Connection for Your Students

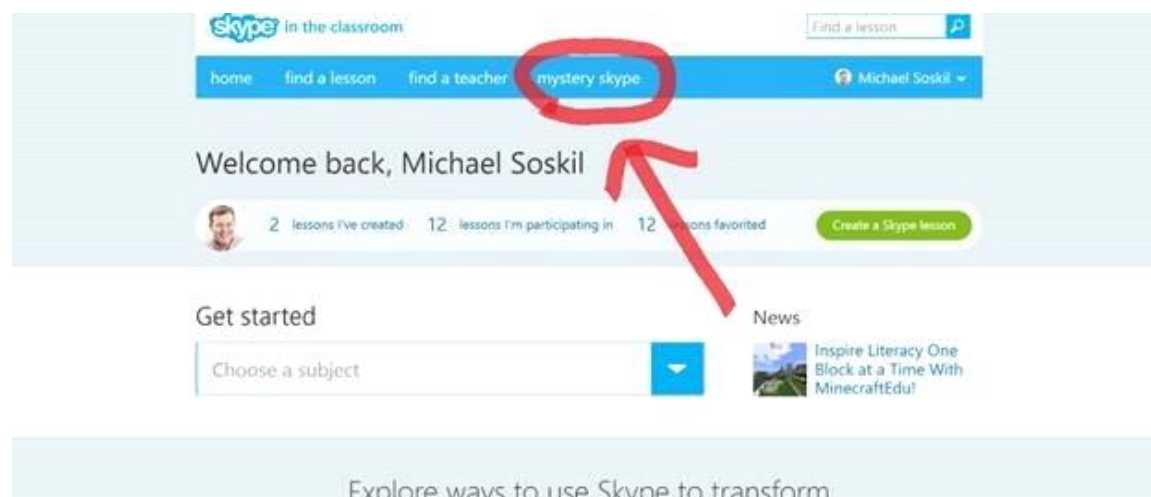
Mike Soskil, from Newfoundland, PA, shares three easy ways to find a partner class for your next **Mystery Skype** game.

Skype in the Classroom Website

If you have never taken the time to explore the [Skype in the Classroom](#) (SITC) website, drop everything and do it now. In addition to Mystery Skype connections, this site will allow you to find authors, scientists, social innovators, and experts who are willing to talk to your students via Skype call to enhance their learning. There are also Skype Guide lessons which will teach you how to use Skype in your classroom and how to best use the website to create amazing learning experiences for your students.

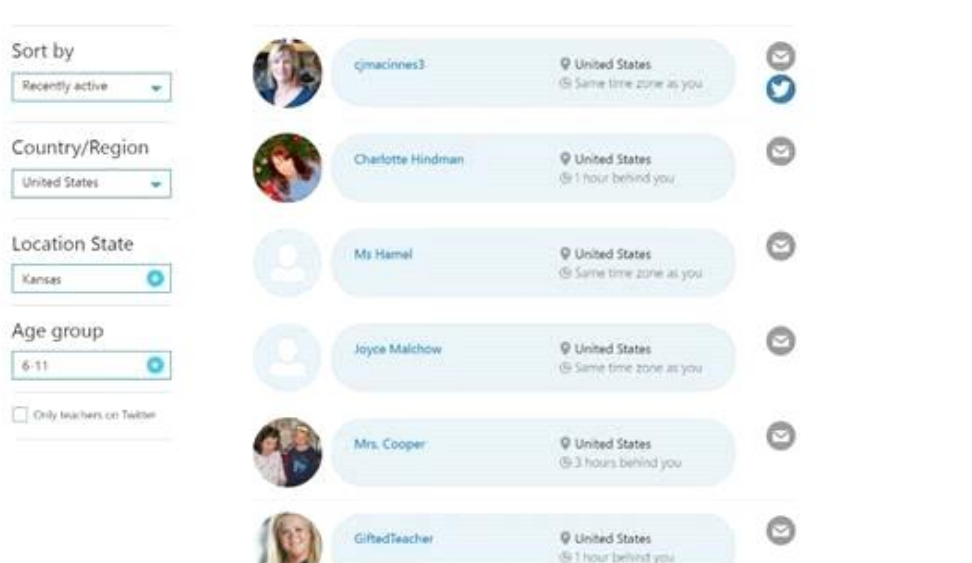
Finding **Mystery Skype** connections is amazingly easy on the Skype in the Classroom Website. First, create an account and log in. You can use your Skype or Microsoft ID to create your SITC account. Be aware that, while they are connected to each other, your SITC account and your Skype account are different.

Next, Click on the "**Mystery Skype**" link on the top of the page (see picture below).





On the next page, scroll down a bit and you will see a few different ways to connect with other teachers who are willing to **Mystery Skype**. On the left side of the page, there are drop down menus that will allow you to narrow down the choices. This is helpful because there are over 100,000 teachers and experts using the Skype in the Classroom website. If you choose "United States" as the country you will have the option of narrowing your choices down by state as well. Clicking on any teacher's name will take you to his/her profile where you can send him/her a message (see below).



My favorite way of searching for **Mystery Skype** connections on SITC is by using the map feature. Above the drop down menus there is a blue button that says, "Search the Map".



The interactive map is very easy to use. Simply move the map and zoom in/out on the location with which you are looking to connect. Teachers and guest speakers in the area shown on the map will appear below. Clicking on any of their names will take you to the teacher's profile. On this page, you can see Skype in the Classroom lessons that he/she have created, lessons in which they've participated, and information about his/her class. To contact the teacher to set up your **Mystery Skype**, click on the "Send a Message" link on the right side of the page.

In the message, make sure to introduce yourself, to list what classes and/or grades you teach, and to list a few times that you would like to connect. I also like to include my email address and to have the teacher respond to me via email so that it is easier to keep track of our discussion.

Finding Connections on Twitter

Many educators use Twitter to learn from each other, share lesson ideas, and to set up collaborative projects for their students. This is a great tool that can be used to find **Mystery Skype** connections as well.

To get the most out of Twitter, it is important to understand hashtags. Hashtags

are used by people in their tweets as a way of curating posts into categories. For example, someone sending a tweet about a math lesson might put #mathchat in their post so that others who follow that hashtag can see it and respond. Kindergarten teachers may use #kinderchat in their tweets, and principals may use #edadmin. A comprehensive list of educational hashtags has been collected and published by Jerry Blumengarten.

If you tweet out a request for a **Mystery Skype** using the correct hashtags, there is a good chance that another teacher will see it and respond to you. It's always a good idea to put the age/grade of your students and any preferences you have in your post. Since you only have 140 characters, feel free to use abbreviations like "Ss" for Students and "Ts" for teachers. Make sure that you use one (or more) of the hashtags below in your 140 character post.

Some of the best hashtags to use when looking for **Mystery Skype** connections are:

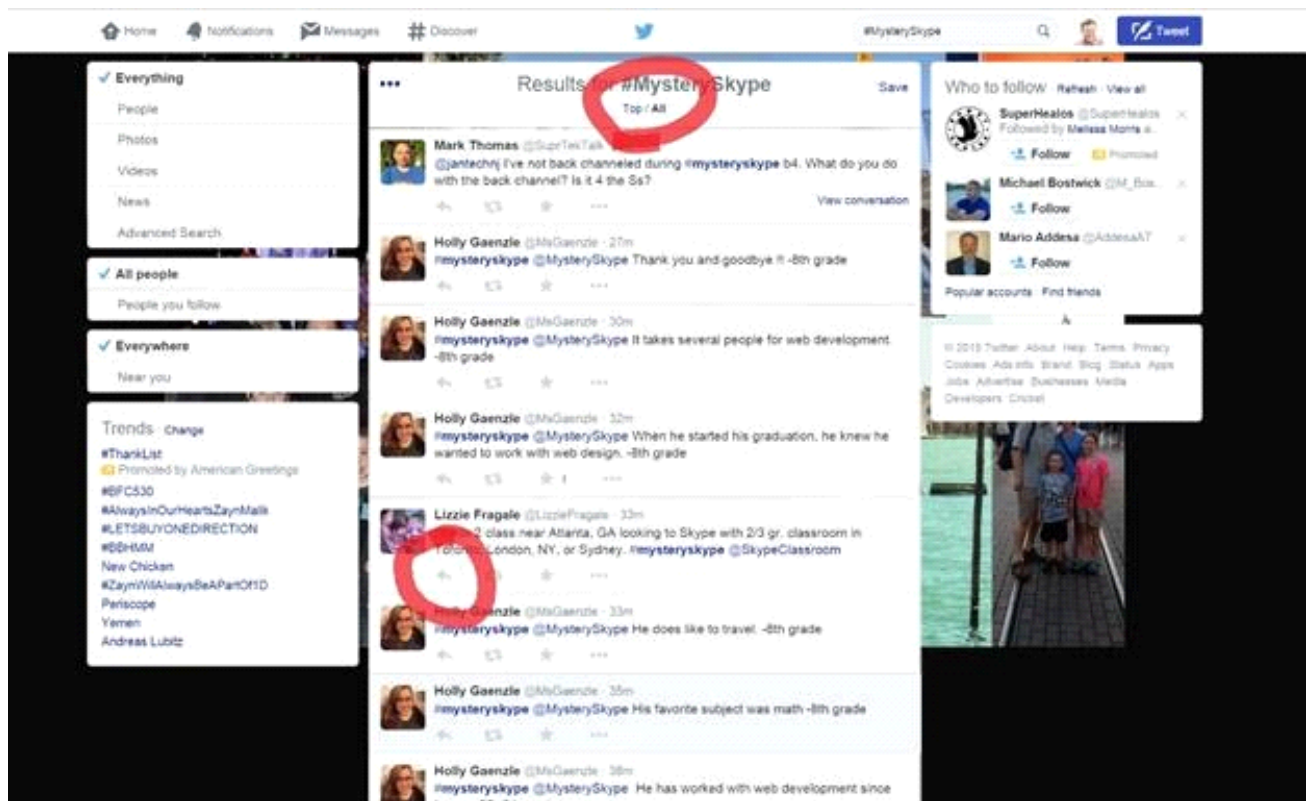
- **#MysterySkype**: Lots of teachers follow this hashtag and use it to connect.
- **#Skype2Learn**: This hashtag is used for Mystery Skype as well as other types of Skype lessons.
- **#SkypeMT**: Skype Master Teachers are experts at using Skype in education. Using this hashtag will let them see your request and help you find a connection.
- **#GlobalLearning**: Teachers from around the world who connect their classrooms for global projects follow this hashtag.

A good tweet might look something like this:



Following the hashtags listed above is also a good idea if you are interested in using Skype in your classroom. To follow a hashtag on Twitter, use the search feature at the top of the page. Type the hashtag you wish to follow in the search field. Make sure to include the # at the beginning of the hashtag.

After you search for the hashtag you'd like to follow, click on "All" on the top of the page to see all tweets using that hashtag. If you see a post to which you would like to respond, click on the arrow below the tweet. This will allow you to tell the person that you are interested in connecting with him/her.



Building your professional network on Twitter will also make it easier for you to find connections. When you see people who are tweeting about things that interest you, click on their name. In their profile, you will find a button which will allow you to follow them and see all of their tweets. Just as in real life, the more you interact with people, the more you will build relationships that lead to collaboration.

Using Facebook to Find Connections

Many people think of Facebook as a place to share pictures with friends and family, but it can be a great tool for finding connections for your students. It never hurts to ask for what you need from your network. I've had a lot of success finding experts to connect with my students in this way. It also can be a great way to find Mystery Skype contacts.

Facebook groups also provide excellent opportunities for teachers to connect and learn from each other. Some groups are public (anybody can join and contribute), and others are private (you must be invited). If you do a search in Facebook for "Education", you will see more than a thousand groups where educators are communicating and collaborating with each other. More specific searches such as **"Mystery Skype"** will give you less results, but may help you

find a group that meets your needs. Find a public group that looks interesting, and join to get involved. If you see a closed group that you would like join, you can send a request for membership.

The Most Important Thing Is to Get Started

Trying something new is always a little scary. Setting up your first ***Mystery Skype*** is no different. It's natural to be nervous, especially when you know that another teacher will be seeing your class and any mistakes you make on camera. Everyone feels that way when they start out, and for that reason, the communities of teachers on the Skype in the Classroom website, Twitter, and Facebook are usually happy to help you get started. Don't be afraid to tell the teacher(s) that you connect with that you are new to using Skype and may need some help. Teachers who are experienced at creating this type of learning experience become passionate about helping others do the same for their students.

Once you start using ***Mystery Skype*** as a learning tool with your students a new world of global learning will open up to you. The possibilities really are limitless when you can bring other classes and amazing people into your classroom via Skype to help your students learn. There's no time like right now to add your story to go find your perfect ***Mystery Skype*** connection!

Contributing Teachers

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ANNE MIRTSCHIN. Anne lives on a farm together with her husband, 1200 sheep, 30 head of cattle, 20 chooks, 2 peacocks. She teaches at Hawkesdale P12 College, a small rural prep to year 12 school where students are culturally and geographically isolated. Anne teaches ICT (computers and technology) and commerce subjects from years 7 to 12 but has taught preps (5 year olds) through to 18 year olds. ***Mystery Skype*** is a great

activity as Anne hears laughter, excitement, lots of questions, student chatter, and then quiet at other times. Due to students' intense concentration. Participants would see kids having fun, high student engagement, determination to succeed, students intently researching and coping with being pushed outside their comfort zones. Anne and her classes have participated in countless mystery skypes across the globe including Asia, Europe, North America, South America and Africa. It takes learning beyond the textbook into the real world. You can find her on her blog <http://www.murcha.wordpress.com>, twitter <http://www.twitter.com/murcha> and skype: anne.mirtschin



PERNILLE RIPP. An immigrant from Denmark to the United States, Pernille Ripp is now a teacher in Oregon, Wisconsin, USA who has taught 4th, 5th, and 7th grade. Proud techy geek, and mass consumer of incredible books, avid Skyper, particularly if it involves an author or a mystery. Her students have done 100's of ***Mystery Skypes*** and even teach others, kids and adults how to do them. She opens up her educational practices and beliefs to

the world on her blog www.fernillesripp.com and is also the Creator of the [Global Read Aloud Project](#), a global literacy initiative that since 2010 has connected more than 600,000 students. The second edition of her first book "Passionate Learners – Giving Our Classrooms Back to Our Students" will be published by Routledge in the fall. Her second book ["Empowered Schools, Empowered Students – Creating](#)

[Connected and Invested Learners](#) is out now from Corwin Press.



GINA RUFFCORN. West Harrison Elementary, Mondamin, Iowa
Twitter: @gruffcorn13; My classroom twitter: @MsRsfunckyfives
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gruffcorn@westharrison.org

I'm a Skype in the Classroom Guide, Skype Master Teacher and a Microsoft Innovative Educator. I have a Bachelor's Degree from Buena Vista University in Storm Lake Iowa and I am currently

working on my Master's degree in literacy and 21st century technologies at the University of Nebraska in Omaha. I teach a 5th grade self-contained classroom. I love **Mystery Skype** because of the challenge and the critical thinking skills that the experience allows my students to have. Each **Mystery Skype** is a chance for a new learning adventure! I've done well over 150 **Mystery Skype** sessions!



MIKE SOSKIL. A STEM teacher in Newfoundland, Pennsylvania, USA, Michael Soskil is a passionate global learning enthusiast and technology integration specialist who has used **Mystery Skype** to create hundreds of exceptional learning experiences for K-12 students. His innovative teaching has been honored by the President of the United States and the US National Science Foundation, and his talks have inspired teachers and social

innovators around the world to use Skype as a tool for connecting students with passion-based service projects. A fierce advocate for empowering students to use their learning to affect positive change in the world, Michael was recently named a Top-50 Finalist for the \$1 Million Global Teacher Prize, widely recognized as the "Nobel Prize of Teaching." You can [connect with Mike on Twitter](#), or follow his blog, [A Teacher's Life for Me](#).

Introduction

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Classrooms can capture their journeys around the world, and track:

- Places they've been
- Highlights of what they learned
- Questions and answers from the call to help develop critical thinking skills and learn which questions are the most effective
- Job assignments
- Hints and clues to help with future Mystery Skype calls

Our Mystery Skype Log (sample)

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| Date | Teacher | Location | Their Time Zone | # questions we asked? | # questions they asked | W/L |
|---------|-------------|----------|-----------------|-----------------------|------------------------|-----|
| 1/5/15 | Ms Townsend | Boston | UTC-5 | 15 | 17 | W |
| 1/17/15 | Mon LeMond | Paris | UTC + 1 | 12 | 11 | L |
| 2/2/15 | Ms Smith | Honolulu | UTC-11 | 11 | 13 | W |
| 2/10/15 | Ms Green | Orlando | UTC -5 | 19 | 14 | L |
| 2/25/15 | Mr Healy | Seattle | UTC - 8 | 10 | 15 | W |
| 3/3/15 | Sra Marco | Caracas | UTC-4 | 17 | 13 | L |
| 3/24/15 | Ms Seagal | Denver | UTC-7 | 9 | 12 | W |

How to Create Your Map

#Mystery Skype

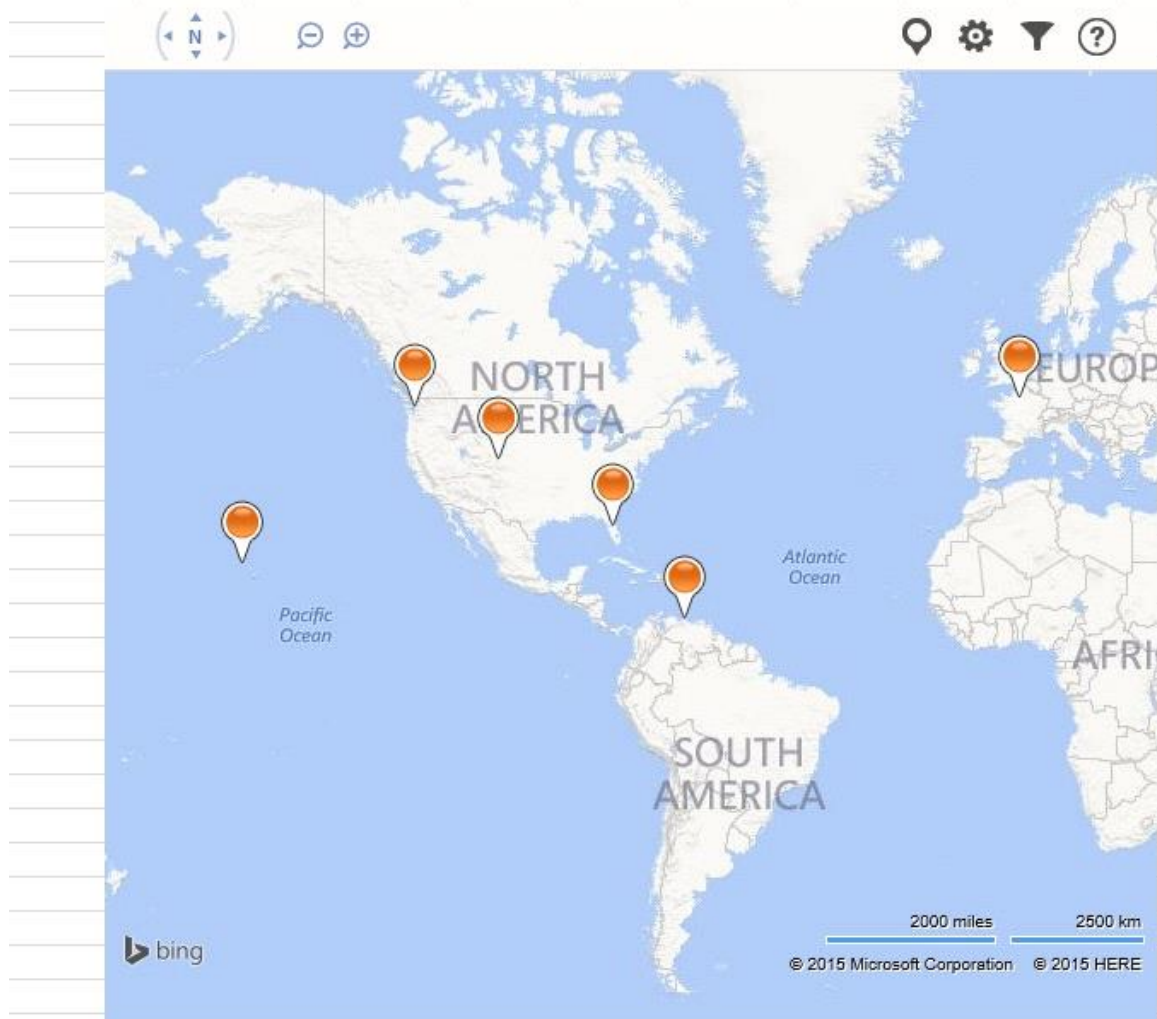
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To create a Bing Map in Excel

- In Microsoft Excel, choose the Insert tab.
 - Choose MyApps
 - Choose See All...
 - Choose Bing Maps from the Microsoft Store
- After you have the Map App available, key locations in Excel cells (city, state, or country). Select these cells.
- Choose Bing Maps
- On the map, choose the "Show Locations" button
- Use "Settings" on the map to format the map points, pin color, and map
- Here is a screen shot of the Excel Map app with some cities added



| A | B | C | D | E | F | G | H | I | J |
|----------|---|---|---|---|---|---|---|---|---|
| Boston | | | | | | | | | |
| Paris | | | | | | | | | |
| Honolulu | | | | | | | | | |
| Orlando | | | | | | | | | |
| Seattle | | | | | | | | | |
| Caracas | | | | | | | | | |
| Denver | | | | | | | | | |



Mystery Skype 1

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| |
|--------------|
| Date |
| Location |
| School Name |
| Teacher Name |

HIGHLIGHTS OF WHAT WE LEARNED:

MS1 Our Questions

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Questions We Asked

1. Are you in the Northern Hemisphere? Y
2. Are you in the US? Y
3. Does your state border an ocean? Y
4. Is your state on the Pacific Ocean? N
5. Does

MS1 Their Questions

#Mystery Skype

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MS1 Job Assignments

#Mystery Skype

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| Job | Student |
|--------------|------------|
| Greeter 1 | Janet S |
| Greeter 2 | David M |
| Mapper 1 | Gretchen R |
| Mapper 2 | Marian L |
| Photographer | Jose N |

Mystery Skype 2

#Mystery Skype

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| |
|--------------|
| Date |
| Location |
| School Name |
| Teacher Name |

HIGHLIGHTS OF WHAT WE LEARNED:

MS2 Our Questions

#Mystery Skype

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Questions We Asked

1. Are you in the Northern Hemisphere? Y
2. Are you in the US? Y
3. Does your state border an ocean? Y
4. Is your state on the Pacific Ocean? N
5. Does

MS2 Their Questions

#Mystery Skype

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MS2 Job Assignments

#Mystery Skype

[Find a Mystery Skype Class](#)

| Job | Student |
|--------------|------------|
| Greeter 1 | Janet S |
| Greeter 2 | David M |
| Mapper 1 | Gretchen R |
| Mapper 2 | Marian L |
| Photographer | Jose N |

Mystery Skype 3

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HIGHLIGHTS OF WHAT WE LEARNED:

Mystery Skype 4

#Mystery Skype

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HIGHLIGHTS OF WHAT WE LEARNED:

Our Hints and Clues

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Hints and Clues

Your City:

Latitude/Longitude:

Bodies of water in or bordering your state:

Fun vacation spots:

Major crops or industry:

States that border your state:

Physical features of your state:

Climate:

Weather:

Types of wild animals seen in your state:

State capital:

Historical facts:

Famous people:

Time zone:

Season is:

We are north/south/east/west of:

Starts with a vowel/consonant:

County information:

Proximities to - Other Cities & Landmarks

Our Skype Call Etiquette

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Create a Code of Conduct for Your Classroom

Here are some examples

- Be good listeners.
- Take Turns.
- Remember - They can see you, so look like you listening.
- Speak loudly and clearly remember your voice may be going across the world!
- Don't wear clothing that gives away your location.
- Sit as still as possible.
- Look at the camera when speaking. Frame yourself nicely.
- Always put your hand up if you have a question.
- Do not talk at all when the other class/teacher is speaking. Only speak when asked to.
- Questions from the virtual classroom should be answered with a 'yes' or 'no', do not nod your heads.
- Remember that there may be different cultures, traditions, backgrounds, habits, values present.
- Words may have different meanings in other countries.

- Reply to questions in sentence form rather than single words. (This gives time to understand the accent, language etc).
- Be aware of how to listen to an interpreter.

Free Tools from Microsoft

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Presentations

Sway is a presentation app used for expressing your ideas across all devices. For more about Sway click [here](#).

Office Mix is a free add-on for PowerPoint with everything you need to easily create and share interactive online lessons. For more about Office Mix click [here](#).

Project Organization

With Microsoft OneNote, teachers can create notebooks that help them stay organized, deliver curriculum, and collaborate with students and colleague. Visit www.OneNoteinEducation.com to learn more.

You may be eligible to download Office for Free. Check your eligibility [here](#).

Job List Sample 1

#Mystery Skype

[Find a Mystery Skype Class](#)

Written by Gina Ruffcorn, Lincoln Middle School, Mondamin, Iowa

Greeters/Moderators. Two or more people to ask the questions & monitor the session.

- Introduce yourselves
- Initiate 'rock, paper, scissors' to start
- Face forward, pay attention to other class
- Limit the amount of talking to each other & others in the area
- Use signs for responses, and other game play
- Answer questions politely using sentences
- Get answers from state mapper lead
- Take turns asking questions
- thank-you & wrap up the session

Recorder. Two people to keep track of responses on paper, must be on task & focused good listener, small, neat handwriting.

Charter. Two people who decide what is most important to put on a large chart everyone can see.

Mappers for "home" school. Four people who have a variety of maps to answer questions. Additional person on Bing Maps to answer questions of other class. Must focus on answers & stay on task.

Maps should show interstates, rivers, neighboring states, large highways, state parks, & compass directions.

Mappers for "Mystery" school. Four people who have a variety of maps to ask questions. Additional three people on Bing Maps to ask questions of the other class. Most focus on information so far and stay on task.

Maps should show interstates, rivers, neighboring states, large highways, state parks, & compass directions

Question Collector. Two people to get questions on notecards from class members approve & funnel questions to Mystery Mappers or "Home Team" Mappers.

Bing Mystery Mappers. Three people on Bing maps to start (until state is found)

- write questions- pass to Question Collector
 - determine order for questions to be asked in
 - if their state & town/city have been located- then begin to write specific questions we want to ask the other class
- Runners: 2 people to assist & help with transferring information between groups
- each Runner has a certain group they are assigned to
 - 2 to Question Keepers & 1 to State Mappers -door

Question Keepers. Two people with paper to write down questions and answers.

- One for Home team
- One for the Mystery School

Hints & Clue Expert. One person in charge of making & giving hints or clues about our location if the other class gets stuck have the information on a doc they created order hints & clues from vague to more direct

Photographer/Videographer. One person to take pictures & or video of session. No inappropriate shots or 'goofing off' Minimal speaking & slow movements when videoing.

-

Supervisor. One person to oversee the entire operation takes notes on what works and doesn't work lead the debriefing held afterward to discuss what went well and what we need to work on.

First Responders. One person who is the problem solver. They are responsible

for assisting with set-up, straighten room before start and will handle all out of the room duties, and errands. Focused & on task

Silencer. One person to give agreed upon signal for silence when needed-signal will be a tap on the shoulder 2 warnings given & tracked. After two warnings the Silencer asks the student to remove themselves from session.

Job List Sample 2

#Mystery Skype

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Written by Pernille Ripp Oregon, Wisconsin

Greeter. One student greets the incoming class by speaking about our class and going over the rules. At the end of the call they are also the ones that thank for the call. Once their job is done they merge into the think tank.

Questioner. One or two students ask the yes or no questions, often it is beneficial if these kids have a decent grasp of geography and can come up with questions on the fly.

Filter. Two or more students act as a filter between the runners and the questioners assessing the questions that are coming their way. They have to pay close attention to what answers are and what has already been asked as the think tank often misses an answer. They can then use their common sense to filter the best questions to the questioners.

Answerer. One student answers yes or no to the questions and should have a good grasp of geography.

Runners. Three students are the runners and responsible for communication between all of the different posts and often wear signs or their shirts to identify them. We love the runners because they keep the chaos down.

Bing Mappers. Two student will use Bing Maps to try to help with questions or find the answer. Should be connected to think tank.

Wall Map & Atlas Mappers. As many kids as you want – part of the think tank but are using any map tools they can to come up with more questions.

Lead Thinker. The student is the boss of the think tank and needs to be a gentle leader that can keep everyone organized and on track. They ensure the think tank runs smoothly.

Supervisor. One student that oversees the entire operation and takes notes on what works and doesn't work. They lead the debriefing we have after every

Skype call to discuss what we need to work on and be proud of.

Note Taker. One or two students that will write down all answers and questions during the call for easy access by filters and if any confusion occurs.

Tweeter. One or two students that will be in charge of the backchannel whether through Twitter or TodaysMeet and add the extra layer of connectivity to the world live tweeting results and questions.

Reporters. Two students to take pictures and notes throughout the call to then write a blog post on our classroom blog after the call is done. That way we can show off all of the great calls we get to be a part of.

Preferences

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Written by Gina Ruffcorn, Lincoln Middle School, Mondamin, Iowa

- "rock-paper-scissors-shoot" to decide who goes first
-
- yes or no questions only
- alternating questions back and forth, regardless of the answer
- questions asked until state and city/town is located
- no limit on number of questions
- clues or hints can be asked for, if one class is stuck and requests a clue
- state and city/town location only- no school location- (we are small enough that if you have found our town then you also have our school located also)
- directional answers are verified before responses are given to other class- prevent mistakes that inhibit accurately attempting to locate town/city
- wall maps, state maps, atlases, computer searches and Bing maps all allowed (if you don't have access to Bing maps, then I am told by other classes that we cannot be located)
- this one is optional -- we have also used a 3 minute time limit for asking questions -- if 3 minutes is up and no question is ready to be asked then the class has to pass and misses the opportunity to get a response to help with the search
- once locations are found for both sides -- then time to share some information about our schools and areas and ask some questions from the other class

Materials

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1. Globe
2. Maps
3. Bing Maps on a device
4. White board

Signs for communications with the other class

- Does the class need a few minutes to search for an accurate response to a question? Use the **“We Are Thinking”** sign.
- Are the daily school announcements being read over your intercom system during your Mystery Skype session? Use the **“Please, Hold On”** sign.
- Having problems with your connection? You can still Mystery Skype! Print and laminate the signs to keep on hand at all times!

Sample Signs

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YES

No

**THANK
you!**

Your
Turn

our
Turn

**Please,
Hold
On...**

We are
thinking...

Good
Job!

**Good
Question!**

Time Zone Map and Converter

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<http://www.thetimezoneconverter.com>



The Time Zone Converter

2:40 PM

Local time

=

Try: New York, Japan, or Pacific Time [24h](#)

The image shows a web-based time zone converter interface. It has a light beige background with rounded corners. At the top, the title "The Time Zone Converter" is displayed in a bold, dark font. Below the title, there are two main input areas. The left area contains a text box with "2:40 PM" and a label "Local time" below it. To the right of this is an equals sign. Further right is another text box, currently empty, with a label "Try: New York, Japan, or Pacific Time" and a link "24h" below it. The entire interface is set against a light beige background with a subtle shadow underneath.

Time Zone map: https://upload.wikimedia.org/wikipedia/commons/8/88/World_Time_Zones_Map.png

Assessment Examples

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The following pages are examples of Assessments for Mystery Skype.

Rubric for Mystery Skype Skills

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Created by Anne Mirtschin Hawkesdale P12 College, Hawkesdale Australia.

| Virtual Communication using Mystery Skype | | | |
|--|--|---|---|
| | Expert 4 | Competent 3 | Adv. Beginner 2 |
| A. Verbal introduction | was fluent, polite and had appropriate word choice and sufficient content for an informative introduction. They were not prompted. | has appropriate word choice and mannerisms. They did not require prompts. | was very brief and in simple phrases. Required some prompting. |
| B. Presenting over webcamer. | Body and eye contact is appropriate at all times. They framed themselves well for best viewing, remained still and ensured they were understood. | Body and eye contact was appropriate for most of the time. Remained still. Framing was appropriate. | Body and eye contact is appropriate for some of the time. They did not always remain still. They were not always well framed. |
| C. Vocabulary is | appropriate for the age and culture of the audience, but extended for knowledge building. | appropriate for the age and culture with some scope for knowledge building. | somewhat appropriate for the age. |
| D. Presenter's volume and enunciation are | sufficient so that all of the audience can hear | sufficient so that most of the audience can | inconsistent which makes it difficult for |
| | | | was in phrases with some essential details omitted. Required prompting. |
| | | | Body and eye Contact with webcamer is minimal. They had to be coaxed to come forward and shuffled most of the time. |
| | | | C. Vocabulary is simplistic and sometimes inappropriate. |
| | | | D. Presenter's volume and enunciation make it difficult for the audience to hear and |

| | | | |
|---|--|--|---|
| and understand all the time. | hear and understand. | the audience to hear and understand for the majority of time. | fully understand. |
| E. Persistence: Communication skills are strong, chat was used voluntarily and effectively to ensure understanding, persistent in ensuring they were understood. Responses were rephrased to ensure understanding. Signs were used where necessary. | E. Persistence: Communication skills were good, ensured they were understood by using mannerisms or chat. Attempted to rephrase when problems with virtual audience understanding. | E. Lacked persistence , were reminded to use chat or to rephrase their sentence to ensure virtual class understood. | E. Unable to persevere when the audience did not understand their message(s) |

| Evidence of Skilled Communication | | | |
|---|---|---|--|
| Expert 4 | Competent 3 | Adv. Beginner 2 | Beginner 1 |
| A. The communication is extended or multi-modal and is designed appropriately for the intended audience. | A. The communication is extended or multi-modal or it is designed for the intended audience. | A. The communication sometimes extended or multimodal but is often not designed for the intended audience. | A. The communication is not extended or multimodal. |

| Collaboration amongst pairs of students or small groups | | | |
|---|---|---|--|
| Expert 4 | Competent 3 | Adv. Beginner 2 | Beginner 1 |
| A. Students are sharing responsibilities fairly, making fundamental decisions together and their work is interactive and interdependent. | A. Students are sharing responsibility fairly but are not making fundamental interactive decisions together. | A. Students are working together but not sharing the responsibility fairly | A. Students are not working in pairs or groups. |

| Use of Digital Tools | | | |
|---|--|---|---|
| Expert 4 | Competent 3 | Adv. Beginner 2 | Beginner 1 |
| A. Selects and utilizes the appropriate digital tools* from OneNote to communicate with each other. Evidence of experimenting and innovating with a number of features of OneNote. | A. Used some of the digital tool options in OneNote and a variety of formats to communicate with each other. Evidence of collaborative experimentation. | A. Basic digital tools and formatting features of OneNote were used. | A. Identifies and used basic digital tools* with each other. |

| Global Communication | | | |
|---|--|--|---|
| Expert 4 | Competent 3 | Adv Beginner 2 | Beginner 1 |
| Communicate effectively in diverse environments (including multi-lingual). | Communicates effectively with others in diverse environments using both verbal and nonverbal communication. | Communicates effectively with others in diverse environments. | Communicates with others in a diverse environment, but fails to communicate effectively with others. |
| Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments. | Consistently communicates both verbally and non-verbally, with a deep understanding and respect of cultural differences. | Understands there are cultural differences, but does not effectively communicate in a diverse environment. | Disregards cultural differences and does not effectively communicate in a diverse environment. |
| Always respects, interacts, and works positively with individuals from other social and cultural groups and seeks opportunities to learn from diverse perspectives. | Respects, interacts, and works positively with individuals from other social and cultural groups. | With guidance can generally respect, interact, and work positively with individuals from other social and cultural groups. | Exhibits no respect, poor interaction, and an inability to work positively with individuals from other social or cultural groups. |
| Different ideas are appreciated and diverse opinions are sought out | Different ideas and diverse opinions are accepted | Different ideas and diverse opinions are sometimes ignored | Differences and diverse opinions are rejected and/or ignored and |

| | | | |
|--|---|--|--|
| while developing a common understanding. | | however when acknowledged can be resolved. | sometimes result in arguments. |
| Demonstrates a high level of cultural and social understanding and respect for the uniqueness of others. Encourages discussions to develop new | Demonstrates an appreciation of cultural and social understanding and respect for the uniqueness of others. Actively discusses avenues to develop | Demonstrates a limited appreciation of cultural and social understanding and respect for the uniqueness others. At times appears indifferent to the others. Supports own ideas, and appears not to be flexible to improve the quality of work. | Demonstrates no appreciation of cultural and social understanding and respect for the uniqueness others. Demonstrates intolerance and lacks social interaction skills. |
| Demonstrates a high level of cultural and social understanding and respect for the uniqueness of others. | Demonstrates an appreciation of cultural and social understanding and respect for the uniqueness of others. | Demonstrates a limited appreciation of cultural and social understanding and respect for the uniqueness others. At times appears indifferent to the others. | Demonstrates no appreciation of cultural and social understanding and respect for the uniqueness others. Demonstrates intolerance and lacks social interaction skills |

| Works Positively and Ethically | | | |
|--|--|---|--|
| Expert 4 | Competent 3 | Adv Beginner 2 | Beginner 1 |
| Consistently applies ethics to all aspects of work. Has a positive outlook and creates a positive work environment for all involved while working on projects. | Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others. Applies values and ethics to all work completed | Occasionally has a negative attitude towards tasks, projects and/or others. At times does not apply ethics while working on tasks and projects. | Typically is negative toward tasks, projects and/or others. Does not consider ethics while working on tasks/projects or with others. |

| Participation | | | |
|---|--|--|--|
| Expert 4 | Competent 3 | Adv Beginner 2 | Beginner 1 |
| Consistently provides useful ideas when participating in the group and in classroom | Provides useful ideas when participating in the group and in | Sometimes participates in group and classroom discussions. | Does not participate in group or classroom discussion. Cannot be |

| | | |
|------------|----------------------|------------|
| discussion | classroom discussion | counted on |
|------------|----------------------|------------|

Formative Assessment

#Mystery Skype

[Find a Mystery Skype Class](#)

Written by Gina Ruffcorn, Lincoln Middle School, Mondamin, Iowa

5th grade Social Studies Standards

- Understand the concepts of title, legend, cardinal directions, distance, and grids.
- Understand the use of data sources, atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.
- Understand the representations of major physical features on map.

21st Century Technology Standards

- Demonstrate creative thinking in the design and development of innovative technology products and problem solving.
- Collaborate with peers, experts, and others using interactive technology.
- Plan strategies utilizing digital tools to gather, evaluate, and use information.
- Use critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources.
- Understand the legal and ethical issues of technology as related to individuals, cultures, and societies.
- Understand the underlying structure and application of technology systems.
- The skills I have now from my experiences.

Technology

Things I know now that I learned from our sessions

Personal learning goals (things I still want to learn and know about)

Debriefing

#Mystery Skype

[Find a Mystery Skype Class](#)

Debriefing: Learning from the Mystery Skype Session

One of the most important pieces of the Mystery Skype experience is the debriefing. In order for the students to grow and learn from the ***Mystery Skype*** session the debriefing piece is a necessity.

Discussing the problems and celebrating the successes are vital to maximizing the effectiveness of ***Mystery Skype***.

Debriefing can be done as a whole class, as a team or as an individual based upon the teachers discretion and the classes needs.

Debriefing allows the students to develop goal setting skills, reflective abilities, and problem-solving strategies.

Please see the [Resources for Individual Students](#) section for samples of debriefing and reflection questions

Variations on Mystery Skype

#Mystery Skype

[Find a Mystery Skype Class](#)

Once you have played the geographical version of Mystery Skype - or if you would like to play with the same classroom again, here are some variations you can try.

Mystery Element - Great for Science Classes

Each class picks an element from the periodic table and asks questions about...

- Atomic weight (greater than 50?)
- Properties (Is it a metal?)
- Chemical name (Does it start with A-L?)

Mystery Number - Great for Math Classes

Easy to play at different levels for different grades

Younger Students

- Is it an Even Number?
- Is it between 1 and 50?

Older Students

- Use Decimals - Is the thousandth place greater than 5?
- Is the hundredths place a factor of 3?

Mystery Geometry Triangulation

Students share three geographical references (Example: 181 miles from the Eiffel Tower, 149 miles from Stuttgart, and 305 miles from Big Ben) and the mystery location is determined from the triangulation of the three pieces of info. The lesson could be further differentiated using conditions that require the determination of circumcenter (locate a distribution center equal distance to Manchester UK, London and Cardiff). This can be used as a cross-curricular lesson

for geography or historical events.

Mystery Reader

Mystery Skype guest reads from a book, students try to guess where the guest is from based on his/her accent - and questions.

Mystery Food

Hold up a fruit or vegetable that is local for you but may not be recognizable to others. Guess based on food properties.

Mystery Skype with far away locations (Asynchronous)

Send five clues or questions over Skype Instant message or leave a video message.

- Favorite food
- Geographical clue
- Colors on our flag

Your students have time to research and leave a message back with questions or a guess.

Mystery Career

Great for middle to senior years students in humanities or career classes.

- Ask questions that require a Yes/No answer to determine the career of the mystery skype guest.